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EDUCATIONAL POLICIES COMMITTEE AGENDA

7 November 2019

A meeting of the Educational Policies Committee will be held on 7 November 2019 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. *Approval of 3 October 2019 Minutes*

2. *Subcommittee Reports*

a. *Curriculum Subcommittee (Nicholas Morrison)*
Course Approvals – 108

Program Proposals

Request from the School of Applied Science, Technology and Education in the College of Agriculture and Applied Sciences to offer a PhD in Career and Technical Education.

Request from the Department of Art and Design in the Caine College of the Arts to change the name of the Bachelor of Interior Design to Bachelor of Interior Architecture and Design.

Request from the Department of Music in the Caine College of the Arts to change the name of the Bachelor of Music Piano Performance emphasis to Piano Performance and Pedagogy with the intent to de-activate the Bachelor of Music Piano Pedagogy emphasis.

Request from the Department of Music in the Caine College of the Arts to discontinue the Bachelor of Music Piano Pedagogy degree.

Request from the Department of Economics and Finance in the Jon M. Huntsman School of Business to include a Quantitative Economic History emphasis in the BS/BA degree in Economics.

Request from the Department of Management in the Jon M. Huntsman School of Business to add emphases in Hotel Management and Wealth Management to the BS/BA degree in Management.

Request from the Department of Management in the Jon H. Huntsman School of Business to relocate the Minor in Hospitality and Tourism Management from the Department of Marketing and Strategy, and to rename the program Hotel Management.

Request from the Department of Management Information Systems in the Jon M. Huntsman School of Business to change the Department name from Management Information Systems to Data Analytics and Information Systems.

Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to [change the name of the Minor in Mechanical and Aerospace Engineering to a Minor in Mechanical Engineering](#).

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to [change the name of the Master of Science degree in Health and Human Movement to Master of Science in Kinesiology](#).

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to [change the name of the Bachelor of Science degree in Health and Human Movement to Bachelor of Science in Kinesiology](#).

Request from the Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services to [offer a Minor in Outdoor Adventure Leadership](#).

Request from the Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services to [change the department name from Special Education and Rehabilitation to Special Education and Rehabilitation Counseling](#).

b. Academic Standards Subcommittee (Renee Galliher)
[Minutes](#) – October 10, 2019

c. General Education Subcommittee (Lee Rickords)
[Minutes](#) – October 15, 2019

3. Other Business

Community Engagement and [Service Learning Course Designation](#) – Kate Stephens

Continuing Education Unit 5700 Courses Discussion – Jessica Hansen

Adjourn:

EDUCATIONAL POLICIES COMMITTEE MINUTES

3 October 2019

A meeting of the Educational Policies Committee was held on 3 October 2019 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Frank Galey, Chair, Provost's Office
Nicholas Morrison, Caine College of the Arts and Curriculum Subcommittee Chair
Timothy Taylor, College of Engineering
Cathy Bullock, College of Humanities and Social Sciences
Karen Mock, S.J. & Jessie E. Quinney College of Natural Resources
Dan Coster, College of Science
Shana Geffeney, Statewide Campuses
Michelle Fleck, USU Eastern
Geneva Harline, Graduate Council
Jared Fry, Graduate Studies Senator
Michele Hillard, Secretary
Chenese Boyle, Academic and Instructional Services
David Hole, College of Agriculture and Applied Sciences
Lee Rickords, General Education Subcommittee Chair
Robert Heaton, University Libraries
Robyn Peterson, Catalog Editor

Absent: Sterling Bone, Jon M. Huntsman School of Business
Christa Haring-Biel, Emma Eccles Jones College of Education and Human Services
Renee Galliher, Academic Standards Chair
Adam Gleed, Registrar's Office
Dexton Lake, USUSA Executive Vice President
Sami Ahmed, President USUSA

Guests:

I. *Approval of 5 September 2019 Minutes*

Motion to approve 3 September 2019 Minutes made by Dan Coster. Seconded by Lee Rickords. Minutes approved as distributed.

II. *Subcommittee Reports*

a. *Curriculum Subcommittee (Nicholas Morrison)*

Motion to approve the Curriculum Subcommittee report made by Dan Coster.

Seconded by Timothy Taylor. Report approved.

Course Approvals - 167

Program Proposals

Request from the Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services to [change the department name from Nursing and Health Professions to Nursing](#).

Request from the Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services to offer a [Disability Studies Minor](#).

b. Academic Standards Subcommittee (Renee Galliher)

Minutes – No meeting. First meeting scheduled for next week.

c. General Education Subcommittee (Lee Rickords)

Minutes – No meeting. USHE has annual “What is an Educated Person” Conference taskforce meetings coming up first weekend of November.

III. Other Business

October 22 will be hosting department head workshop on freeware tool that looks at curriculum complexity. Registrar’s office has loaded at least one bachelor’s degree program from each department. Fosters communication on learning outcomes. Contact Mitch Colver and he can help get accounts set up.

Adjourn: 3:09 pm

College of Agriculture and Applied Sciences - School of Applied Sciences, Technology and Education

4.1.b R401 Full Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Complete the R401 Full Template which can be downloaded from the following location: <http://www.usu.edu/epc/forms/>.

Step 3: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include
all cross listed
colleges)*

College of Agriculture and Applied Sciences


DEPARTMENT
(include all cross
listed
departments)*

School of Applied Sciences, Technology and Education

Additional Approvals (if applicable)


Graduate Council* ☒ Yes
☐ No

**Council on
Teacher
Education*** ☐ Yes
☒ No

Step 4: Attach completed R401 Full Template to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 5: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Utah State University

Proposed Program Title: PhD - Career and Technical Education

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): School of Applied Sciences, Technology, and Education

Classification of Instructional Program Code¹ : 13.0101

Min/Max Credit Hours Required of Full Program: 60 / 60

Proposed Beginning Term²: Fall 2020

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" type="checkbox"/>	Doctoral Degree (specify award type ³ : PhD)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcodeDefault.asp?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name _____ Date: _____

☐ I understand that checking this box constitutes my legal signature.

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Doctoral degree(s): PhD - Career and Technical Education effective Fall 2020. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The School of Applied Sciences, Technology, and Education (ASTE) in the College of Agriculture and Applied Sciences (CAAS) at Utah State University (USU) proposes to offer a doctoral program to develop scholars and leaders for formal career and technical education and for nonformal education professions in the applied sciences. The program will prepare students in the areas of research and evaluation, pedagogy, curriculum development, educational theory, educational leadership, and assessment resulting in teaching, administration, extension service, and training careers. The program will also prepare students for development positions in public and private education, business/industry, and government agencies. Building on previous experiences, students will be able to assume leadership roles, manage programs, and teach in a variety of settings.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

This proposed doctoral program supports Utah State University's mission as Utah's land grant university by preparing educators and leaders in learning (e.g., teacher preparation), discovery (e.g., research and evaluation), and engagement (e.g., extension and nonformal education).

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

Currently, the School of ASTE offers an interdepartmental doctoral program with the School of Teacher Education and Leadership in the College of Education and Human Services. As interest by students in Career and Technical Education (CTE) related doctoral programs has increased and as teaching capacity in ASTE has increased, we now have the demand and the capacity to develop a doctoral program. The enrollment of CTE concentration students in the TEAL doctoral program has stretched the capacity of the TEAL faculty, staff, and courses. Further, the TEAL program is solely focused on formal education in the primary academic areas and is not meeting the needs of students interested in career and technical education and nonformal education in the applied sciences. CTE provides courses and pathways (e.g., agriculture, business, marketing, health sciences, family and consumer sciences, information technology, technology and engineering) consistent with industry standards. Exploratory courses begin in the seventh grade, and subsequent courses teach students specific job readiness and job skills, which can lead to employment and postsecondary education.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

There is a significant need at the national, regional, and local level for faculty members in teacher preparation programs in career and technical education fields. Individuals prepared in this program will be able to assume the role of a career and technical education teacher educator and help meet the growing need for CTE teachers at the middle, secondary, and

postsecondary levels. For example, Utah's Department of Workforce services notes that "This occupation (i.e., vocational education teachers, postsecondary) is expected to experience faster than average employment growth with a high volume of annual job openings. Expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade (<https://jobs.utah.gov/jsp/utalmis/#/occupation/25-1194.00/report>). Further, there is need for leadership in career and technical education post-secondary institutions, including technical colleges and community colleges. Additionally, this degree would be attractive to university extension professionals. The extension administration population is aging within Utah and throughout the nation and there is a lack for trained professionals available to fill this gap. This PhD program would be one of a handful across the country, USU is poised to be the premier institution for the development of extension leaders needing a research degree focusing on evaluation and education.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Student enrollment in CTE concentration of the curriculum and instruction specialization of the PhD in Education has grown from an average of two students per year to six students and now to ten, with additional students expressing interest in the program. Once the program is separated from TEAL, it will have identifiable name recognition and can be marketed more clearly to the target population, thereby increasing student enrollment. Currently, the TEAL program only allows residents of the State of Utah to enroll in the program. This is a limitation to student enrollment that will be eliminated with the proposed doctoral program in Career and Technical Education.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

There are no programs in the USHE system or at other institutions in Utah or in the Intermountain West that offer a doctoral program specific to career and technical education or nonformal applied sciences education.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.ed.utah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

It is expected that this program will have no impact on other USHE institutions.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

This program will not seek special professional accreditation. Faculty members who developed and are part of the proposed doctoral program have been faculty members in the interdepartmental doctoral program in Education (TEAL).

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at highereducation.utah.gov/policies/R401.

Students entering the program with a master's degree will be required to earn a minimum of 60 credits for graduation. All students will complete a 30 credit research core (which includes 12 credits of dissertation), a 9 credit education core, and an 18 credit professional practice core. To further enhance student engagement, accepted doctoral students will be required to complete two weeks of residency on campus during two summer semesters. The number of credits required is consistent with other doctoral programs across the nation. Upon the completion of course work PhD graduate students will be required to pass a comprehensive competency exam and successfully defend a research proposal prior to advancing to candidacy. Candidates will further demonstrate competency by either submitting a peer-reviewed paper/poster or delivering a regional/national presentation (outside of USU). In addition, an approved research project must be completed, documented in a dissertation, defended, submitted and approved by the USU School of Graduate Studies.

Admission Requirements

List admission requirements specific to the proposed program.

Prospective students will submit the standard graduate school application through the School of Graduate Studies. Admissions criteria will be consistent with USU's School of Graduate Studies requirements, including a GPA for the last 60 credits of at least a 3.0 and GRE scores for the verbal and quantitative areas at the 40th percentile or above. Applicants should have completed a master's degree in a field aligned with education. Applicants will also need to demonstrate, through their statement of interest/letter of intent, fit and research interests that are consistent with current faculty in the program.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Students are currently able to complete a PhD in this area through the interdepartmental doctoral degree program offered jointly between ASTE and the School of Teacher Education and Leadership (TEAL). The student enrollment in the Career and Technical Education concentration for formal and nonformal education students, has stretched the capacity of Teacher Education and Leadership (TEAL) faculty as the, in addition the ASTE department has recently increased the number of PhD CTE faculty who can deliver the programming and continue to grow the PhD program in the quickly advancing technical and applied science areas.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

USU is poised to offer the state and region's only doctoral program in formal career and technical education and nonformal applied sciences education. The School of ASTE currently has 12 faculty members with PhDs and formal teaching experience in career and technical education. In addition to these 12 faculty members, six faculty members with PhDs have experience in nonformal applied sciences and technology education. This is a sufficient number of faculty members to successfully offer this program, teach courses, and advise doctoral students.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

If the program is approved, a full-time staff graduate program coordinator (GPC) will be needed. Current departmental resources will be allocated for this position.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be assigned a faculty graduate committee chair, based on aligned scholarly interests, at the time they are admitted to the program. This faculty member will remain the student's primary advisor through the student's time in the program. In addition to their faculty chair, each student will select a graduate supervisory committee consisting of four additional faculty members, including one outside of the degree program, who hold the doctoral degree. This committee will regularly review progress in the program.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

No additional library resources will be needed to support this program. Key journals in career and technical education and nonformal applied sciences, technology and education are available digitally through USU's library.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The overall goal of this program is to develop PhD graduates who will be prepared to conduct scholarly work (research & evaluation), use learning theories to instruct others, and develop programming (curriculum) for learners in formal and nonformal education settings. Graduates will possess the knowledge and critical thinking skills to educate others, conduct research, and evaluate data impacting policy and planning in local, state, and national settings. The doctoral program will prepare students for careers in teaching, administration, extension service, and training. An evaluation from graduates of the program will be an important metric of success. While in the program, students will be expected to meet certain standards (as described below). Outcomes on these standards will also be used to judge program success.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Upon completion of the program, students will be prepared to design and conduct meaningful research employing a variety of methods to make a significant contribution to the literature. Students will also engage in experimental learning activities to prepare them for the professoriate, such as grant writing, writing for peer-reviewed publications, and university teaching. Completion of the PhD program will provide students with marketable skills and experiences for academic positions or as leaders in nonformal educational settings.

- Explore the interrelationship between education, learning, and society.

- Analyze how the constructs of teaching and learning have been conceptualized by major scholars of the past century and consider the adaptation and application of traditional and emerging learning theories in formal (career and technical education) and nonformal (experiential applied science) settings.

- Analyze the relationship among and between curriculum, teacher, students, and context.

- Develop research skills using qualitative and quantitative methods.

- Conduct scholarly activities in a responsible and ethical manner.

- Design and carry out research or evaluation projects to examine problems or issues in education.

The doctoral degree program will conduct an annual review for every student to determine if the student is making satisfactory progress in the program. The comprehensive exam, which students take after completion of coursework, will be assessed by the supervisory committee. The dissertation will be assessed by the supervisory committee, consisting of 5 members, including one from outside the department, to determine the overall quality of dissertations for degree completion. Prior to the successful completion of the program, students are also required to present at a peer-reviewed conference or submit a manuscript to a peer-reviewed journal.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
General Education Credit Hour Sub-Total				
Required Courses				
+ -	ASTE XXXX	X	Curriculum Theory	3
+ -	ASTE 6360		History, Philosophy & Policy Development in Career & Technical Ed	3
+ -	ASTE XXXX	X	Theories of Teaching and Learning in Career & Technical Ed	3
+ -	ASTE 7170		Program Theory & Evaluation	3
+ -	ASTE XXXX	X	Qualitative Methods I	3
+ -	ASTE 7100		Research Methods and Academic Writing	3
+ -	ASTE 6750		Research Methods & Design (Quantitative 1)	3
+ -	ASTE 7120	X	Analysis of Social Research Data	3
+ -	ASTE XXXX	X	Research Design & Analysis II (Quantitative 2)	3
+ -	ASTE 7970		Dissertation	12
+ -	ASTE 7960		Graduate Seminar (1 credit for first 3 years)	3
+ -	ASTE 7400		Occupational Analysis & Curriculum Development	3
+ -	ASTE 7500		Diffusion of Innovations	3
+ -	ASTE 7370		Grant Writing and Management	3
Choose of the following courses:				
+ -				
+ -	ASTE			
Required Course Credit Hour Sub-Total				51
Elective Courses				
+ -				
Choose 3 of the following courses:				
+ -	ASTE 6170		Program Planning & Eval	3
+ -	ASTE 7100		Independent Study	3
+ -	ASTE 7150		Internship	3
+ -	LAEP 7800		The Professoriate	3
+ -	ASTE XXXX		College Teaching	3
+ -	ASTE XXXX		Mixed Methods Research	3
+ -				
Elective Credit Hour Sub-Total				9
Core Curriculum Credit Hour Sub-Total				60

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Part I. Department Faculty / Staff

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	18	9	3
Faculty: Part Time with Doctorate	0	0	0
Faculty: Full Time with Masters	0	0	13
Faculty: Part Time with Masters	0	0	0
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	10
Teaching / Graduate Assistants			2
Staff: Full Time	0	0	2
Staff: Part Time	0	0	1

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Richard	Beard	T	PhD	Texas A&M University	10%	
	Jamie	Cano	T	PhD	Ohio State University	10%	
	Lucy	Delgadillo	T	PhD	Utah State University	25%	
	Scott	Greenhalgh	Other	PhD	Utah State University	25%	
	Kelsey	Hall	T	EdD	Texas Tech University	15%	
	Rebecca	Lawver	T	PhD	University of Missouri	20%	
	Bruce	Miller	T	PhD	Iowa State University	10%	
	Rhonda	Miller	T	PhD	Iowa State University	10%	
	Ed	Reeve	T	PhD	Ohio State University	25%	
	Trevor	Robinson	Other	PhD	Utah State University	15%	
	Tyson	Sorensen	TT	PhD	Oregon State University	20%	
	Debra	Spielmaker	T	PhD	Utah State University	40%	
	Gary	Stewardson	T	PhD	University of Maryland	15%	
	Gary	Straquadine	T	PhD	Ohio State University	10%	
	Brian	Warnick	T	PhD	Oregon State University	15%	
	Michael	Pate	T	PhD	Iowa State University	20%	
	Rose	Judd-Murray	TT	PhD	Utah State University	15%	
	Lacee	Boschetto	TT	PhD	Utah State University	15%	
Part Time Faculty							

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time				Staff Assistant II	100%
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	1,271	1,300	1,310	1,315	1,325	1,335
# of Majors in Proposed Program(s)	////	10	10	15	15	15
# of Graduates from Department	208	212	220	220	230	240
# Graduates in New Program(s)	////	0	0	3	5	6
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)		\$47,342	\$48,525	\$49,739		
Operating Expenses (equipment, travel, resources)		\$500	\$500	\$500		
Other:						
TOTAL PROGRAM EXPENSES	////	\$47,842	\$49,025	\$50,239		
TOTAL EXPENSES	\$0	\$47,842	\$49,025	\$50,239		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition		\$47,842	\$49,025	\$50,239		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$47,842	\$49,025	\$50,239		
TOTAL DEPARTMENT FUNDING	\$0	\$47,842	\$49,025	\$50,239		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Internal reallocations of faculty effort will be required to develop and teach courses in this program. The department has faculty members as part of existing programs who have endorsed this proposal and can teach and mentor PhD students. This plan also includes the ability to use graduate teaching assistants to teach undergraduate courses while the faculty shift time to mentor the graduate students. Teaching courses will be integrated into graduate student programs as many of the PhD candidates may choose to be post-secondary teacher educators. The one additional expense is the requirement of a full-time staff member to serve as the Graduate Program Coordinator and marketing specialist for the program.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Graduate program faculty members support this proposal and are looking at adjusting work plans to cover the development, teaching and mentoring to support graduate students in this program.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

The School requests on-going funding derived from tuition to support the graduate program coordinator. This individual will also provide marketing expertise. We project this position to be a Staff II position and will require a salary of ~\$32,650 (plus benefits of ~\$14,693 (45%)). The ongoing budget request of \$47,342 (salary and benefits) and \$500 for office operations will allow for a smooth program start up. This individual will also assist with marketing the program and serve as the initial point for student contact.

Caine College of the Arts - Art and Design

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include
all cross listed
colleges)*

Caine College of the Arts

DEPARTMENT
(include all cross
listed
departments)*

Art and Design

Current Title (if
applicable)

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website:

[Classification Instructional Programs](#)

CIP Code (6-digits) * 04.0501

Minimum Number of Credits (if applicable) * 120

Maximum Number of Credits (if applicable) * 120

Type of Degree: (BA, BS, etc.) * BID

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☐ New Minors
 - ☐ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☒ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units
 - ☐ Other

- Creation of Non-Administrative**
- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* The Department of Art and Design requests approval to change name of the Bachelor of Interior Design to Bachelor of Interior Architecture & Design effective 08/01/2020.

Section II: Program Proposal

Proposed Action & Rationale*

The Interior Design program at Utah State University is the oldest accredited interior design program of the two accredited programs in Utah. The other is located at Weber State University. There is national misconception about the term "Interior Design" being synonymous with "Interior Decoration." This perception has led to an incorrect stereotype of the profession.

Contrary to the misnomer "Interior Decoration," the Interior Design program at USU is based on a strong foundation of architecture. Approximately 50% of graduating students either go on to study architecture at the graduate level or work for architectural firms. Interior Architecture and Design cover both the interior built environment and also the design of elements that are included within an interior. The Interior Design program curriculum covers architectural elements of interior construction including; integration of various systems, egress, security, fire protection, accessibility, health and safety codes, etc. Design students space plan and design the interior shell of a restaurant, hotel, or commercial office space. They also design and specify custom elements within the interior including; finishes, furniture, lighting, wallcovering, textiles, and flooring. Interior Architecture and Design are interrelated.

The degree title of "Interior Architecture and Design" is one to which the profession is moving. For example, three years ago, the Interior Design program at Colorado State University changed its name from "Interior Design" to "Interior Architecture and Design." This change helped diversify their student population. It also

increased interest in their program, and increased the number of students pursuing advanced degrees in architecture.

While this degree program does not prepare students to sit for the (ARE) Architectural Registration Exam, students will be prepared to sit for the NCIDQ exam to become licensed commercial and, or residential interior designers. It also prepares students for post graduate degrees in Architecture.

Additional information supporting this name change includes:

- The credentials of those teaching the curriculum in this program justify this name change request. Currently, a licensed architect teaches seven of the required courses, and two licensed interior designers teach nine of the required courses.
- Five courses deal extensively with architectural principles and contain the words, "Architecture" or "Architectural" in the title.
- The program has a successful track record of students being accepted into the Graduate School of Architecture at the University of Utah and other architecture programs across the country.
- This degree name change has the support of the Department of Landscape Architecture and Environmental Planning, which offers the only other degree at USU with "Architecture" in the title.

**Labor Market
Demand (if
applicable)**

It is anticipated that the proposed degree title will clarify for potential employers and graduate programs the fact that students with the Bachelor of Interior Architecture and Design from USU have substantial architectural training and expertise, making graduates more competitive for jobs and graduate programs in design and architecture.

Since, according to the US Bureau of Labor Statistics, the growth in jobs for architects is anticipated to be 8% compared with 4% for interior design, and since the average architect's salary is ca. \$20,000 higher than that of an interior designer, recognition of amount of architecture included in this degree will provide USU graduates in Interior Architecture and Design with enhanced placement and earning potential for their career.

Consistency with Institutional Mission & Institutional Impact*

This name change is consistent with USU's mission to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

Specifically, the proposed change will clarify the content of USU's interior design degree for prospects, students, and potential employers. The change in name to Interior Architecture and Design will help students better understand educational opportunities and career paths as well as address the misconceptions related to Interior Design.


The program will continue to be offered face to face on the Logan Campus.

Faculty, staff, students and stakeholders will not experience a change in organization structure or teaching strategies. The proposed name change will clarify the academic and career pathway for students.

Finances*


No additional costs or savings are anticipated from this change

Section III: Curriculum (if applicable)**Program Curriculum Narrative**

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Caine College of the Arts - Music

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

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Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include
all cross listed
colleges)*

Caine College of the Arts

DEPARTMENT
(include all cross
listed
departments)*

Music

Current Title (if
applicable)

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website:

[Classification Instructional Programs](#)

CIP Code (6-digits) * 50.0907

Minimum Number of Credits (if applicable) * 120

Maximum Number of Credits (if applicable) * 120

Type of Degree: (BA, BS, etc.) * BM

Request

Step 4: Select the Type of Change Being Requested.

New Programs:

- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☐ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:

- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☒ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:

- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative

- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* The purpose of this R401 is to change the name of the current BM Piano Performance emphasis to Piano Performance and Pedagogy, with the intent to de-activate the BM Piano Pedagogy emphasis.

Section II: Program Proposal

Proposed Action & Rationale* The music department would like to change the B.M. in Piano Performance to Piano Performance & Pedagogy, and de-activate the Piano Pedagogy major. We want the message to students to be that performance and teaching are important to all piano majors at USU.


Labor Market Demand (if applicable) Integrating piano performance and pedagogy will prepare students to be solo and collaborative performers, as well as instructors for individuals and groups at a variety of proficiencies and settings. Independent piano studio teachers continue to be in demand around the United States, with an estimate of over 200,000 teachers nationwide (<https://pianoeducation.org/pnotomem.html>). The degree also prepares pianists for graduate degrees and teaching opportunities at the postsecondary level. The US Bureau of Labor Statistics reported a median annual salary in 2016 of \$68,650, and a projected 12% increase in jobs from 2016-2026 for all art, drama and music teachers at the postsecondary level (<https://www.bls.gov/careeroutlook/2017/article/occupational-projections-charts.htm>).

Consistency with Institutional Mission & Institutional Impact* No institutional impact

Finances* No Financial impact.


Section III: Curriculum (if applicable)

Program
Curriculum
Narrative

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Caine College of the Arts - Music

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

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Select the Department(s) this proposal involves.

COLLEGE (include
all cross listed
colleges)*

Caine College of the Arts

DEPARTMENT
(include all cross
listed
departments)*

Music

Current Title (if
applicable)

Piano Pedagogy

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website:

[Classification Instructional Programs](#)

CIP Code (6-digits) * 50.0907

Minimum Number of Credits (if applicable) * 120

Maximum Number of Credits (if applicable) * 120

Type of Degree: BM
(BA, BS, etc.) *

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☐ New Minors
 - ☐ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☒ Program Discontinuation
 - ☐ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units
 - ☐ Other

- Creation of Non-Administrative**
- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* The purpose of this R401 is to discontinue the Bachelor of Music Piano Pedagogy degree.

Section II: Program Proposal

Proposed Action & Rationale* We want all piano majors to have the same degree requirements, emphasizing both performance and pedagogy as important in their career preparation.


Labor Market Demand (if applicable) N/A

Consistency with Institutional Mission & Institutional Impact* N/A

Finances* N/A


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Jon M. Huntsman School of Business - Economics and Finance

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	Jon M. Huntsman School of Business
DEPARTMENT (include all cross listed departments)*	Economics and Finance
Current Title (if applicable)	
Proposed Title	

Step 3: Enter the Correct CIP Code Using the Following Website:
[Classification Instructional Programs](#)

CIP Code (6-digits) * 45.0601

Minimum Number of Credits (if applicable) * 18

Maximum Number of Credits (if applicable) * 18

Type of Degree: BS/BA (BA, BS, etc.) *

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☐ New Minors
 - ☒ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☐ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units
 - ☐ Other

- Creation of Non-Administrative**
- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose*

It is proposed that the existing BA/BS degree in Economics include a new emphasis titled Quantitative Economic History, effective Fall 2020.

Section II: Program Proposal

Proposed Action & Rationale*

The objective of this emphasis will be to allow students to differentiate themselves within the broader economics curriculum when they reach the job market and/or apply for graduate school. The Department of Economics and Finance at Utah State University currently has four approved areas of emphasis associated with a BA/BS in Economics--these include emphases in: Economic Theory, Managerial Economics, Pre-law Economics, and International Economics and Trade

In an era of globalization and rapid technological growth, the need to think critically about institutional and economic dynamics is vital to success outside of the classroom. Students have to understand the reasoning behind the basic choices made by individuals, institutions, governments, and markets while at the same time grasp the technical complexities of statistical analysis. According to sources like Monster.com (<https://www.monster.com/career-advice/article/work-skills-2018-1217>) and the National Association of Colleges and Employers (<https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>), employers are seeking students that display both critical thinking and analytical tools. The emphasis in Quantitative Economic History, therefore, joins the analytic rigor of economics with the enduring questions and long-run view of history to promote a critical understanding of the decisions that shape the modern world. The proposed emphasis is thus composed of classes that teach technical and critical thinking skills using historical examples with quantitative modeling and

data. Benefits of the proposed emphasis will include (1) differentiated skill sets, (2) positioning for employment opportunities, and (3) increased transparency for employers and prospective students.

The current undergraduate degree in Economics requires 7 core Economics courses as well as 3 electives that allow students some degrees of freedom in designing a degree program that best meets their needs and the needs of prospective employers. Having a separate Quantitative Economic History emphasis will create a specific path that students can follow to differentiate themselves from other Economics majors. The proposed emphasis will have 5 required courses plus 1 elective. These requirements will effectively supplant the required 3 electives within the traditional major. The proposed emphasis will signal to employers that students have taken a rigorous set of analytical classes that sets them apart from others throughout the country and lets them hit the ground running upon graduation.

There is substantial student demand for the proposed emphasis program. The first course in the proposed emphasis (i.e., MGT 1050) is a rigorous economic history course that is required of all business majors at USU. As a result, each semester over 700 students already experience the benefit of a strong grounding in the principles, methods and mental models used by economists when conducting research in the area of economic history. Moreover, within the Economics major, students are already required to take a historical American Institutions class (i.e., ECN 1500) to satisfy the state general education requirement (Utah State Code R470) and many have elected to take upper-level classes in American Economic History and the History of Economic Thought. After taking these courses, several students have come forward asking for additional classes on the technical side that will allow them to conduct research that will be of interest to employers. While anecdotal, these conversations with students (as well as alumni and local employers) have highlighted how the importance of history and traditions within the Utah community has led to this increased demand.

The department currently has more than 375 undergraduate Economics majors (in addition to the over 300 undergraduate Finance majors who are eligible to take the classes), and while it is difficult to predict how popular the proposed emphasis might be, the department expects that approximately 15-20% of undergraduate Economics majors will choose this emphasis. Students already enroll at high rates in the type of courses in the emphasis: about 40% of economics majors take History of Economic Thought, 25% take American Economic History, and 28% take Mathematical Methods in Economics. This projected enrollment estimate accounts for the proposed emphasis requiring 3 courses more than the general economic major. Enrollment estimates assume that these extra courses would turn away some students who already take the more technical classes in the emphasis.

Importantly, the proposed emphasis is resource neutral—it does not require the creation of any new positions but instead takes advantage of courses that are already offered in the department.

**Labor Market
Demand (if
applicable)**

Graduates in Economics with concentrations in critical thinking and technical tools have filled a variety of openings but tend to land in business, policy, and research related positions. Because there is no single job title for graduates with an undergraduate degree in Economics (as opposed to positions with either a Masters or Ph.D.), it is hard to pin down the exact market data for the field. Overall,

however, Forbes.com lists an Economics and Mathematics degree in the top 10 with respect to starting salary

(<https://www.forbes.com/sites/jeffkaufman/2017/09/21/the-bachelors-degrees-with-the-highest-salary-potential-2017/#649e84494165>) and analytical positions that utilize the applied econometric techniques taught in the emphasis generally pay more than general positions. Ultimately, the goal of the emphasis is to equip students with the technical rigor that will allow them to compete for jobs in a range of high growth fields. Based on Utah DWS, qualified jobs that stem from the emphasis like "statisticians", "social science research assistants", "financial manager", and "computer and information systems managers" all have four or five-star occupational outlooks with projected job growth of over 2.5% in Utah. In this way, we foresee graduates of the emphasis as not being forced into a particular job and instead making an impact on a variety of fields depending on their interests.

One of the strengths of USU's Economics degree is that it affords a lot of flexibility to students. With about 15 electives consistently offered each year, students can customize their degree to fit their career goals. Some students take a less analytical route through the degree while others pursue more analytical classes. Currently, students must find ways to demonstrate additional technical skills on their resumes and job applications because both the analytical and less analytical paths currently result in the same degree in Economics on their transcripts. Employers and students have said that it would be helpful if there was a mechanism that would allow students with unique technical skills to differentiate themselves in the marketplace.

With respect to student outcomes, the department expects all USU economics students to continue to have plenty of options upon graduation. However, the department expects that the proposed emphasis will allow both employers and students to more easily filter, sort, and match in the labor market. The department has placed many technically-trained students in financial and management careers, but the proposed emphasis in Quantitative Economic History would enable a variety of new employment paths with public policy think-tanks who hire economists skilled in applied research, genealogical companies like Ancestry.com and FamilySearch who hire economists to help link and summarize data, as well as libraries and archives who hire economists skilled in archival research. In addition to better preparation for a variety of careers, the department anticipates that the proposed Quantitative Economic History Emphasis will better prepare economics students for success in graduate programs in Economics.

**Consistency with
Institutional
Mission &
Institutional
Impact***

The mission of Utah State University is "to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement". The proposed emphasis meets the mission statement in several ways. First, the emphasis focuses on a rigorous set of classes that push students to think for themselves and apply technical skills on their own research topics. Second, the focus on world history as a learning environment exposes students to a vast number of cultural, economic, and geographic differences from which to learn. Finally, graduating students will be more effectively positioned to compete for employment opportunities and will be able to differentiate themselves from their peers. No faculty or staff structures will be affected by the changes.

The emphasis would be a unique program in the USHE system. As

highlighted in the list of degree offerings below, many of the universities require a single introductory class in U.S. Economic History in order to fulfill Utah's American

Institutions requirement (Utah State Code R470) and a couple offer, but do not require, a History of Economic Thought class. Neither of these classes are part of the core requirements of the proposed emphasis beyond the standard USU Economics major. Within the USHE system, only the University of Utah requires students to take an Economic History class beyond the American Institutions requirement. In this way, the proposed emphasis does not duplicate or compete with programs at other universities.

-Dixie State University - Does not have a comparable offering. Offers a minor in economics. Students must take U.S. Economic History (ECON 1740). No other economic history classes are offered.

-Salt Lake Community College - Does not have a comparable offering or a 4-year degree in Economics. Students can take U.S. Economic History (ECON 1740). No other economic history classes are offered.

-Snow College - Does not have a comparable offering or a 4-year degree in Economics. No economic history classes are offered.

-Southern Utah University - Does not have a comparable offering. Offers a BA/BS in economics. Students must take U.S. Economic History (ECON 1740). No other economic history classes are offered.

-University of Utah - Does not have a comparable offering. Offers a BS in Economics. Students must take U.S. Economic History (ECON 1740) and in addition are required to pick two of the following (1) an econometrics class, (2) a History of Economic Thought class, or (3) a Economic History class.

-Utah Valley University - Does not have a comparable offering. Offers a BA/BS in economics. Students must take U.S. Economic History (HIST 1740), and have the option to take US Economic Development and History (ECON 4500) and the History of Economic Thought (ECON 3830) to fulfill elective credits. No other economic history classes are offered.

-Weber State University - Does not have a comparable offering. Offers a BS in Economics or a BS in Quantitative Economics for students preparing for graduate school or a career in actuarial science (<https://www.weber.edu/goddard/quantitativeeconomics.html>). Students must take U.S. Economic History (ECON 1740) and have the option to take the History of Economic Thought (ECON 3090) to fulfill elective credits. No other economic history classes are offered.

The proposed emphasis will also be unique outside of Utah. While some non-Utah universities offer an Economic History or History of Economic Thought class, to the best of our knowledge there is no program in the nation that requires such a large set of economic history courses or that combines economic history with technical classes. In this way, the proposed emphasis would set the USHE system apart from those in other states.


Finances*

Current funding levels are adequate to support the proposed emphasis.

Over the last decade, the Department of Economics and Finance has made major investments in new faculty lines. The proposed emphasis will be offered by the faculty currently in place within the department.


Section III: Curriculum (if applicable)**Program
Curriculum
Narrative**

To satisfy the requirements for the new emphasis, students must take a set of 7 courses that are required for all BA/BS degrees in economics awarded at USU. Additionally, to complete the proposed Quantitative Economic History Emphasis, students are required to take 6 additional courses (5 required courses and 1 elective course). See the attached document entitled Program Curriculum and Degree Map for specific details.

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Jon M. Huntsman School of Business - Management

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include
all cross listed
colleges)*

Jon M. Huntsman School of Business

DEPARTMENT
(include all cross
listed
departments)*

Management

Current Title (if
applicable)

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website:

[Classification Instructional Programs](#)

CIP Code (6-digits) * 52.0904

Minimum Number of Credits (if applicable) * 9

Maximum Number of Credits (if applicable) * 11

Type of Degree: (BA, BS, etc.) * BA, BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☐ New Minors
 - ☒ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☐ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units
 - ☐ Other

- Creation of Non-Administrative**
- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* The Management Department requests adding emphases in Hotel Management and Wealth Management to the BA/BS degree in Management.

Section II: Program Proposal

Proposed Action & Rationale*

The BA/BS degree in Management was recently re-configured with emphases to better align the degree around placement opportunities. This was done to address the fact that previously students graduated with breadth oriented training but not the technical skills/competencies that aligned with employment opportunities. This compromised their placement potential.

The Huntsman School currently offers courses in Hospitality and Tourism Management (a separate R-401 is requesting that for reasons of strategic alignment that the program be re-located to the Management Department and be repositioned as Hotel Management), and Wealth Management. Both of these areas offer significant employment potential for students graduating with a degree in Management. Adding these emphases will offer additional (there are at present two emphases) career focused academic opportunities/career pathways to students in the degree (there are at present more than 600 students in the Business Administration degree from which the Management degree was renamed/reconfigured a year ago).

Courses for the emphasis in Wealth Management are housed in the Department of Finance and Economics and the School of Accountancy which support the addition of this emphasis.

Labor Market Demand (if applicable)

See above: Programs of study in the two areas corresponding to the emphases already exist in the HSB. The emphases provide alternate pathways by which students can acquire the corresponding training and education.


**Consistency with
Institutional
Mission &
Institutional
Impact***

The proposal is consistent with USU's mission of providing students with a student centered experience that prepares them to serve the public. The emphases will provide students with academic training that positions them for meaningful employment and professional developmental opportunities.

Finances*


No new resources will be needed. The courses required for both emphases are currently taught and capacity exists to support the emphases.

Section III: Curriculum (if applicable)**Program
Curriculum
Narrative**

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Jon M. Huntsman School of Business - Management

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include
all cross listed
colleges)*

Jon M. Huntsman School of Business

DEPARTMENT
(include all cross
listed
departments)*

Management

Current Title (if
applicable)

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website:

[Classification Instructional Programs](#)

CIP Code (6-digits) * 52.0904

Minimum Number of Credits (if applicable) * 14

Maximum Number of Credits (if applicable) * 14

Type of Degree: BA/BS
(BA, BS, etc.) *

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☐ New Minors
 - ☐ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☒ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☒ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units
 - ☐ Other

- Creation of Non-Administrative**
- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* The Department of Management requests the re-location of the minor in Hospitality and Tourism Management from the Department of Marketing and Strategy, and to rename the program Hotel Management.

Section II: Program Proposal

Proposed Action & Rationale* The minor in Hospitality and Tourism Management currently resides in the Department of Marketing and Strategy following the creation of that department from the Department of Management. Based on analysis of programs, personnel, and strategic alignment, it has been determined that the program best fits within and can be supported by the Department of Management.

In its current form, the curriculum (hotel, hospitality, and tourism) is too broad to be effectively delivered in the context of a minor given existing resources. Student learning, professional development, and placement will be enhanced by a tightened focus on the hotel sector alone.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This is an existing program, there is no change regarding consistency with institutional mission, impact.

Finances* No additional resources are needed. Existing courses will be re-purposed to meet the new curricular focus.


Section III: Curriculum (if applicable)

**Program
Curriculum
Narrative**

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Jon M. Huntsman School of Business - Management Information Systems

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

Jon M. Huntsman School of Business

DEPARTMENT (include all cross listed departments)*

Management Information Systems

Current Title (if applicable)

Management Information Systems

Proposed Title

Data Analytics and Information Systems

Step 3: Enter the Correct CIP Code Using the Following Website:

Classification Instructional Programs

CIP Code (6-digits) * 52.1201

Minimum Number of Credits (if applicable) * 0

Maximum Number of Credits (if applicable) * 0

Type of Degree: BA, BS, MS (BA, BS, etc.) *

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☐ New Minors
 - ☐ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☐ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units
 - ☒ Other

- Creation of Non-Administrative**
- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change) Department Name Change

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* The purpose of this application is to change the name of the Department of Management Information Systems to the Department of Data Analytics and Information Systems.

Section II: Program Proposal

Proposed Action & Rationale*

In order to better position the Jon M. Huntsman School and Utah State University to support the increasingly data-driven economy, the name of the Management Information Systems needs to be changed to Data Analytics and Information Systems. The Association to Advance Collegiate Schools of Business (AACSB) – the accrediting authority for university business programs – recently observed that “Business demand for graduates with data analytics knowledge and skills has exploded, while the field itself is still evolving and changing rapidly, with new strategies, tools, and techniques coming online daily. These dynamics are challenging business schools to respond with innovative programs and curricular approaches that are connected deeply with practice.” The Huntsman School and the Management Information Systems Department have worked diligently over the past several years to address this demand, adding faculty with analytics expertise and creating relevant courses and programs to better prepare graduates. The generous gift from Jon M. Huntsman in 2007 and the renaming of the school reinvigorated the student focus, establishing *Analytical Rigor* as one of the four central pillars supporting the Huntsman School mission. In spite of this, students are largely unaware of potential opportunities because of their complete unfamiliarity with what modern Management Information Systems represents. They do not understand the evolving and critical role of MIS in the data and information age. Direct admission into the MIS program at the undergraduate level is hampered by outdated messaging, making it difficult for USU to more effectively help to meet employment demands in the state. The proposed department name change is essential to demonstrate a strong commitment to addressing the number of varied analytics-oriented careers in the private sector, particularly in tech. This is critical for the sake of the business professions, the Huntsman School, and its students and corporate recruiting partners, particularly because of the acute employment pressures just within the state of Utah. A new report this year from the Kem C. Garner Policy Institute at the University of Utah demonstrated that the Utah tech industry is growing twice as fast as other industries in the state, and three

times as fast as tech in other U.S. states (see <https://gardner.utah.edu/wp-content/uploads/2019TechReportVol1.pdf>). Wage growth in tech grew by

nearly 17 percent in Utah during 2018, and the industry as a whole supports nearly 1/5 of Utah's economy.

IBM and Burning Glass Technologies published a seminal report in 2017, titled "The Quant Crunch," that illustrates the need for a broad-based effort on the part of universities to address the pressing need (see <https://www.ibm.com/downloads/cas/3RL3VXGA>). Their exhaustive analysis of the job market established a framework for identifying demands in data science and analytics, distinguishing between roles across a spectrum of technical skill sets. Their framework categories span academic departments across the university. For example, they distinguish between Data Scientists & Advanced Analysts – who require advanced training in mathematics, statistics, and computer science – from other vital roles that include Data Systems Developers, Data-Driven Managers, and Analytics Managers. These latter opportunities benefit from specific training in a more business-oriented technology curriculum, with exposure to topics broadly supporting data analytics as a business domain that combines business intelligence, analysis, database management, database programming, and cybersecurity. These skills are critical across all of the academic programs offered by the Huntsman School of Business.

An influential 2018 paper published by the McKinsey Global Institute in the *Harvard Business Review* further illustrates the importance of why and how analytics should be centrally integrated into business education (see <https://www.mckinsey.com/business-functions/mckinsey-analytics/our-insights/analytics-translator>). As in "The Quant Crunch," this report likewise highlights the spectrum of roles and needs in analytics across the business domain, defining the enterprise-supporting role of translators. The report notes that "translators play a critical role in bridging the technical expertise of data engineers and data scientists with the operational expertise of marketing, supply chain, manufacturing, risk, and other frontline managers. In their role, translators help ensure that the deep insights generated through sophisticated analytics translate into impact at scale in an organization." The report points out that the demand for translators by 2026 in the United States alone may reach two to four million. The Department of Data Analytics & Information Systems in the Huntsman School of Business will be optimally branded and positioned to recruit and provide the breadth of training needed to meet this demand.

Labor Market Demand (if applicable)


Consistency with Institutional Mission & Institutional Impact*

The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. This name change will fulfill these objectives in significant ways. It will foremost support USU's academic mission by making students more aware of and better prepared for the dramatically growing breadth of opportunities in data analytics within the private sector across the state and region. It will also ensure that Utah employers understand USU's commitment to meeting their needs by producing qualified graduates who are ready for our rapidly evolving tech- and data-driven economy. USU's land grant mission makes this branding particularly compelling: the Garner Institute report cited above points out that 28 of 29 Utah counties have at least one tech company. The Department of Data Analytics and Information Systems will be well positioned to recruit and train students from a broader base across USU's statewide system.

Finances*


This name change will require no additional funding, aside from marketing or rebranding materials that will be funded internally.

Section III: Curriculum (if applicable)**Program
Curriculum
Narrative**

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

College of Engineering - Mechanical and Aerospace Engineering

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include
all cross listed
colleges)*

College of Engineering

DEPARTMENT
(include all cross
listed
departments)*

Mechanical and Aerospace Engineering

Current Title (if
applicable)

Minor in Mechanical and Aerospace Engineering

Proposed Title

Minor in Mechanical Engineering

Step 3: Enter the Correct CIP Code Using the Following Website:

[Classification Instructional Programs](#)

CIP Code (6-digits) * 14.1901

Minimum Number of Credits (if applicable) * 15

Maximum Number of Credits (if applicable) * 15

Type of Degree: (BA, BS, etc.) * Minor

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☐ New Minors
 - ☐ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☒ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units
 - ☐ Other

- Creation of Non-Administrative**
- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* To correct the name of the Mechanical Engineering Minor. There was a error in the title in the initial proposal.

Section II: Program Proposal

Proposed Action & Rationale* Program name change. The correct title for the program should have been Minor in Mechanical Engineering.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This minor would only be available at Utah State University and would be consistent with the institution's mission, roles, and goals.

Finances* No additional costs are anticipated with this change.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Emma Eccles Jones College of Education and Human Services - Kinesiology and Health Science

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include
all cross listed
colleges)*

Emma Eccles Jones College of Education and Human Services

DEPARTMENT
(include all cross
listed
departments)*

Kinesiology and Health Science

Current Title (if
applicable)

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website:

Classification Instructional Programs

CIP Code (6-digits) * 31.0505

Minimum Number of Credits (if applicable) * 30

Maximum Number of Credits (if applicable) * 31

Type of Degree: (BA, BS, etc.) * MS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☐ New Minors
 - ☐ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☒ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units
 - ☐ Other

- Creation of Non-Administrative**
- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☒ Yes
☐ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* It is proposed that the name of the MS degree entitled "Health & Human Movement" be changed to "Kinesiology."

Section II: Program Proposal

Proposed Action & Rationale*

Department overview: The Kinesiology and Health Science department advances the understanding of kinesiology and Health education/promotion across the lifespan within the context of a diverse and changing society. Undergraduate and graduate degrees prepare students to enter exciting fields such as health promotion, corporate wellness, physical education, recreation administration, and preparation for advanced degrees in areas such as physical therapy, occupational therapy, and medicine.

On October 18th 2018 the faculty of the Kinesiology and Health Science Department voted and unanimously approved the MS major name change from "Health & Human Movement" to "Kinesiology." The rationale for this approval is as follows:

- Kinesiology is defined as the scholarly study of human movement and is therefore a more precise description of the major, the science, and the department curriculum.
- Kinesiology more clearly aligns with the national trends for the major name as evidenced by the American Kinesiology Association (<http://www.americkinesiology.org/>). For example, the University of Utah offers a MS in "Kinesiology." No Universities in Utah offer a MS in "Health & Human Movement."
- The name more clearly aligns with the name of the department that was changed from "Health, Physical Education, and Recreation" to "Kinesiology and Health Science" The R401 for this department name change was approved June 21, 2016.

- The change to "Kinesiology" more clearly aligns with the major prefix name change from PEP to KIN. The change was made in Curriculog Fall 2018 and will be in Spring 2020 catalog.
- The change to "Kinesiology" avoids confusion with a new department MS in "Masters of *Health* Promotion."

**Labor Market
Demand (if
applicable)**

**Consistency with
Institutional
Mission &
Institutional
Impact***


The proposed name change will assist the program and institution by being less ambiguous.

Finances*

There will be no budgetary impact on this program or any other program or unit within the institution.


Section III: Curriculum (if applicable)

**Program
Curriculum
Narrative**

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Emma Eccles Jones College of Education and Human Services - Kinesiology and Health Science

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*	Emma Eccles Jones College of Education and Human Services
DEPARTMENT (include all cross listed departments)*	Kinesiology and Health Science
Current Title (if applicable)	Human Movement Science
Proposed Title	Kinesiology

Step 3: Enter the Correct CIP Code Using the Following Website:

Classification Instructional Programs

CIP Code (6-digits) * 31.0505

Minimum Number of Credits (if applicable) * 58

Maximum Number of Credits (if applicable) * 77

Type of Degree: (BA, BS, etc.) * BS

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☐ New Minors
 - ☐ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☒ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units
 - ☐ Other

- Creation of Non-Administrative**
- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* It is proposed that the name of the Bachelors of Science (BS) degree entitled "Human Movement Science" be changed to "Kinesiology."

Section II: Program Proposal

Proposed Action & Rationale*

Department overview: The Kinesiology and Health Science department advances the understanding of kinesiology and Health education/promotion across the lifespan within the context of a diverse and changing society. Undergraduate and graduate degrees prepare students to enter exciting fields such as health promotion, corporate wellness, physical education, recreation administration, and preparation for advanced degrees in areas such as physical therapy, occupational therapy, and medicine.

On October 18th 2018 the faculty of the Kinesiology and Health Science Department voted and unanimously approved the BS major name change from "Human Movement Science" to "Kinesiology." The rationale for this approval is as follows:

- Kinesiology is defined as the scholarly study of human movement and is therefore a more precise description of the major, the science, and the department curriculum.
- Kinesiology more clearly aligns with the national trends for the major name as evidenced by the American Kinesiology Association (<http://www.americkinesiology.org/>). For example, the University of Utah offers a BS in "Kinesiology" and most nearby Universities such as Boise State University and the entire California State University, system (> 23 universities) offers a BS in "Kinesiology." No Universities in Utah offer a BS in "Human Movement Science."
- The name more clearly aligns with the name of the department, which was changed from "Health, Physical Education, and

Recreation" to "Kinesiology and Health Science" The R401 for this department name change was approved June 21, 2016.

- The change to "Kinesiology" more clearly aligns with the major prefix name change from PEP to KIN. The change was made in Curriculog Fall 2018 and will be in Spring 2020 catalog.
- Kinesiology is a more inclusive term that represents all "emphases" of the major (i.e., Exercise Science, Physical Education Teaching, and Pre-Physical Therapy." Whereas the term Human Movement Science often excluded Physical Education Teaching.
- The program aims to be accredited by the American Kinesiology Association and this proposed name change will help with this process.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*


The proposed name change will assist the program and institution by being less ambiguous and more in line with the national trend.

Finances*

There will be no budgetary impact on this program or any other program or unit within the institution.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Emma Eccles Jones College of Education and Human Services - Kinesiology and Health Science

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

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Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include
all cross listed
colleges)*

Emma Eccles Jones College of Education and Human Services

DEPARTMENT
(include all cross
listed
departments)*

Kinesiology and Health Science

Current Title (if
applicable)

Proposed Title Minor in Outdoor Adventure Leadership

Step 3: Enter the Correct CIP Code Using the Following Website:

Classification Instructional Programs

CIP Code (6-digits) * 31.061

Minimum Number of Credits (if applicable) * 15

Maximum Number of Credits (if applicable) * 24

Type of Degree: (BA, BS, etc.) * Minor

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☒ New Minors
 - ☐ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements
 - ☐ Other

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☐ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
 - ☐ Reinstatement of a Previously Suspended Program
 - ☐ Other

- Administrative Unit Changes:**
- ☐ New Administrative Units
 - ☐ Administrative Unit Transfer
 - ☐ Administrative Unit Restructure
 - ☐ Administrative Unit Consolidation
 - ☐ Reinstatement of Previously Suspended Administrative Units
 - ☐ Other

- Creation of Non-Administrative**
- ☐ New Center

- Units:** ☐ New Institute
☐ New Bureau
☐ Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* ☐ Yes
☒ No

Council on Teacher Education* ☐ Yes
☒ No

Section I: The Request

R401 Purpose* The Recreation Administration Program, in the Department of Kinesiology and Health Science proposes to add a minor in Outdoor Adventure Leadership. This minor will prepare students to step into entry level positions in a variety of outdoor recreation settings, whether it is working as a river guide in Moab, managing a climbing expedition company in Jackson Hole, or teaching skiing in Park City. Students will receive hands on experience leading and guiding individuals and groups in numerous outdoor settings (i.e., mountains, rivers, lakes, deserts, etc.).

Section II: Program Proposal

Proposed Action & Rationale* The Recreation Administration Program, in the Department of Kinesiology and Health Science proposes to add a minor in Outdoor Adventure Leadership. This minor will prepare students to step into entry level positions in a variety of outdoor recreation settings, whether it is working as a river guide in Moab, managing a climbing expedition company in Jackson Hole, or teaching skiing in Park City. Students will receive hands on experience leading and guiding individuals and groups in numerous outdoor settings (i.e., mountains, rivers, lakes, deserts, etc.).

From Cache Valley to St. George, from Vernal to the middle of the Great Salt Lake, outdoor and adventure recreation is an economic driver across the state of Utah. The outdoor recreation industry accounts for 110,000 jobs and \$12.3 billion in consumer spending in the state of Utah alone. Nearly three in four Utah residents participate in some form of outdoor recreation each year. (Utah Governor's Office of Energy Development, Utah Mining Association, 2017).

More than 60% of the land in Utah is public land available for a wide variety of recreation and adventure opportunities. With five national parks, six National Forests, more than 229 million acres of BLM, eight National Monuments, 43 State Parks, 14 ski resorts, and countless private companies, there is no better state in the country for outdoor adventures. The agencies and industries listed above are constantly seeking to hire qualified and appropriately certified seasonal and year

around employees.

An assessment of the other USHE Institutions revealed that three other institutions have minors similar to this proposed Outdoor Adventure Leadership Minor (Weber State University, Southern Utah University, and Utah Valley University). The University of Utah has a minor in Parks, Recreation and Tourism, but does not focus on outdoor leadership. Snow College has a 13 credit outdoor field-based program, but no minor. Dixie State University and SLCC and do not have related minors.

Despite there being several related minors at other USHE institutions, outdoor experienced bases organizations (river guide companies, summer adventure camps, etc.) are struggling to find qualified employees. The Outdoor Adventure Leadership Minor here at Utah State University will take advantage of our proximity to a variety of outdoor recreation destinations to introduce and prepare students for these positions.

Labor Market Demand (if applicable)

The Bureau of Labor Statistics projects that between 2014 and 2024 there will be an increase of more than 940,000 jobs in the outdoor based leisure industry. Employment in the outdoor recreation industry in Utah is 1.5 times higher than national employment rate. Utah is third in the nation for employment and wages in the outdoor recreation industries

(<https://www.bls.gov/careeroutlook/2017/article/outdoor-careers.htm>

; <https://www.bls.gov/opub/ted/2018/employment-and-wages-in-sporting-and-outdoor-recreational-industries.htm>).

Consistency with Institutional Mission & Institutional Impact*

The Outdoor Adventure Leadership Minor will serve the needs of the outdoor industry throughout the state by educating and preparing a diverse workforce, that will be certified in a variety of outdoor adventure leader skills (i.e., wilderness first aid, swift water rescue, etc.).

All students will become certified in Wilderness First Aid or Wilderness First Responder. Depending on the Lifetime Activity elective classes students select, there will be opportunities to certify in Avalanche Hazard Management (Avy 1, Avy 2, Avalanche Rescue), and Swiftwater Rescue.

Finances*

No additional faculty will be needed to cover additional courses or supervise the minor.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The Outdoor Adventure Leadership Minor (OAL) ranges from 15-24 credits. All OAL students will take a mixture of **management**, **skill-based**, and **theory** focused courses

FOCUSED COURSES.**SKILL:**

As an introduction to leading and guiding in remote and undeveloped (backcountry) settings, students will take PRP 1700, Backcountry Basics. This course will be offered every Fall semester. As safety is key in all backcountry experiences, all students will be required to take PE 1543, Wilderness First Aid will be required for all students along with a two-year wilderness first aid certification.

Beyond those two required skill-based courses, students will take two, one credit PE courses. The Lifetime Activity Program at Utah State offers numerous outdoor adventure skill-based classes every semester. For the OAL minor students will take two PE courses between the 1480 and 1635 course numbers. These courses range from fly fishing, to rock climbing. The purpose of requiring two of these courses is to introduce students to the breadth of the outdoor adventure leadership field.

MANAGEMENT

Understanding the management of outdoor recreation experiences and settings is a fundamental aspect to being a good outdoor adventure leader. All OAL students will take PRP 2500 Outdoor Recreation Management. This course is offered Fall and Spring and examines the philosophy, meaning, and value of outdoor recreation in modern society. It also covers outdoor recreation organization management strategies and techniques.


Students will be required to apply their outdoor adventure leadership skills in a professional setting. All students will take PRP 4250, Cooperative Work Experience, where they will volunteer or work in the outdoor adventure leadership field. This is a variable credit course ranging from 1-12 credits. Students must complete at least 3 credits of PRP 4250 for this minor.

THEORY

All students will take PRP 3400, Leadership in Recreation Services which introduces students to principles of leadership, communication and ethical decision making, and group facilitation. Students will have opportunities to put theory into practice through small group exercises and class activities.


Course Prefix #	Course Name	Credits	Sem. Offered	Delivery	Location
PRP 1700*	Back Country Basics*	3	F	Face	Logan
PRP 2500	Outdoor Recreation Management	3	F & Sp	Face	Logan
PRP 3400	Leadership in Recreation Services	3	Sp	Face	Logan
PRP 4250	Cooperative Work Experience	3-12	F, Sp, Su	Face	Logan
PE 1543	Wilderness First Aid	1	F & Sp	Face	Logan

PE Electives (must complete 2 credits of Outdoor Adventure Lifetime Activity Courses PE 1480 – 1635)					
PE 1480 – 1635	Lifetime Activity Courses with ranging from 1480 to 1635. Courses teach outdoor adventure activities.	1	F, Sp, Su	Face	Logan
PE 1480 – 1635	Lifetime Activity Courses with ranging from 1480 to 1635. Courses teach outdoor adventure activities.	1	F, Sp, Su	Face	Logan
Total Credits:		15-24			
* denotes new course.					

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Emma Eccles Jones College of Education and Human Services - Special Education and Rehabilitation

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include
all cross listed
colleges)*

Emma Eccles Jones College of Education and Human Services

DEPARTMENT
(include all cross
listed
departments)*

Special Education and Rehabilitation

Current Title (if
applicable)

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website:

Classification Instructional Programs

CIP Code (6-digits) * 13.1001

Minimum Number of Credits (if applicable) * 0

Maximum Number of Credits (if applicable) * 0

Type of Degree: all (BA, BS, etc.) *

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - ☐ New Certificates of Completion
 - ☐ New Post-Baccalaureate and Post-Masters Certificates
 - ☐ New Minors
 - ☐ New Emphases within an Approved Degree
 - ☐ New K-12 Endorsements

- Existing Program Changes:**
- ☐ Program Transfer
 - ☐ Program Restructure
 - ☐ Program Consolidation
 - ☐ Program Suspension
 - ☐ Program Discontinuation
 - ☒ Program Name Change
 - ☐ Out-of-Service Area Delivery of a Program
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- Administrative Unit Changes:**
- ☐ New Administrative Units
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 - ☐ Reinstatement of Previously Suspended Administrative Units

- Creation of Non-Administrative Units:**
- ☐ New Center
 - ☐ New Institute
 - ☐ New Bureau

Additional Approvals (if applicable)

Graduate Council* ☒ Yes
☐ No

Council on Teacher Education* ☒ Yes
☐ No

Section I: The Request

R401 Purpose*

The Department of Special Education and Rehabilitation is seeking a name change for the department to correct a naming error that has been perpetuated over many years. The department houses various teacher certificate programs in special education as well as graduate programs in Rehabilitation Counseling. By adding the word "Counseling" to the end of the existing last word of the current department name (Existing department name: "Special Educationa and Rehabilitation"; Proposed new department name: "Special Education and Rehabilitation Counseling"), it will more accurately reflect the programs that we offer.

Section II: Program Proposal

Proposed Action & Rationale*

The Department of Special Education and Rehabilitation requests changing its name to the Department of Special Education and Rehabilitation Counseling. This name change request is being proposed in order to bring the name of the Department into better alignment with its current activities and mission. The Department offers programs in special education and rehabilitation counseling. The new name will support accreditation of the department's rehabilitation counseling programs and clarify its mission to prospective students, faculty, colleagues, and external partners. There are numerous facets of rehabilitation and the particular one that the department addresses is rehabilitation counseling which is distinct from medical and physical therapies after illness or injury. There are no other rehabilitation counseling programs in the State of Utah. The university and the USHE will benefit by increasing the prominence of our rehabilitation counseling programs, research, and service.

Labor Market Demand (if applicable)


Consistency with Institutional Mission & Institutional Impact*

The Rehabilitation Counseling program trains practitioners to "assist persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals" (CRCC, Scope of Practice Statement, 2018). The department is the only rehabilitation counseling program in the State of Utah; as such it fulfills an important land grant mission of serving the state's needs, specifically for those individuals in Utah with disabilities. The department request this name change in order to bring the department's name into better alignment with its current activities and mission. No changes in resources or administrative structures will be needed.

Finances*


No substantial new costs or savings are anticipated with this change in department name. The only financial costs associated with this name change would be the minimal costs of rebranding signage and department letterhead. No new facilities are needed and this change will have no budgetary impact on other programs and units.


Section III: Curriculum (if applicable)**Program
Curriculum
Narrative**

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch  icon to launch your proposal.

Approve the proposal as the originator. Go to the decision button  on the top right of the page and approve your proposal.

ACADEMIC STANDARDS SUBCOMMITTEE OF THE EDUCATION POLICIES COMMITTEE MINUTES

October 10, 2019

A meeting of the Academic Standards Subcommittee of the Educational Policies Committee was held on October 10, 2019 at 3 pm in Old Main 136 (Champ Hall Conference Room).

Present:

- Renee Galliher, Chair, Associate Vice Provost
- Dan Coster, College of Science
- Frank Galey, Provost/Executive Vice President
- Fran Hopkin, Registrar's Office
- Kacy Lundstrom, University Libraries
- Mykel Beorchia, Advising
- Sterling Bone, Jon M. Huntsman School of Business
- Robyn Peterson, subcommittee secretary (ex officio; not a voting member)

Absent:

- Christa Haring-Biel, Emma Eccles Jones College of Education & Human Services
- Dexton Lake, USUSA

Visitors:

- Brandy Reeves, Registrar's Office

AGENDA

New Business

A. Introductions

B. International Baccalaureate Organization (IBO) Policy

See attached.

Motion: To accept the proposed language changes to the catalog related to the International Baccalaureate Organization (IBO) Policy. Moved: Sterling Bone, Seconded: Mykel Beorchia.

Discussion: Summary of recent IBO changes and background given by Brandy Reeves. Clarification regarding exam administration, faculty/department responsibility, and awarded credit discussed by committee. Committee approved of policy language changes.

Outcome: Unanimous approval.

Old Business

- None

Other Business

- A. Discussion of PLA task force regarding USHE articulation transfer and ETC, task force personnel, and the need for the Academic Standards Subcommittee to be aware of and discuss changes made by USHE or the Board of Regents.

The committee's next meeting will be held November 14, 2019.

Adjourn: 3:17

Proposal:

Modifying the second paragraph under the International Baccalaureate Organization (IBO) explanation in the current catalog (see [link](#)).

Background:

Per email from Brandy Reeves to Renee Galliher August 9, 2019 (used by permission)

“...before 2014, USU accepted standard level exams for USU credit as well as granted 30 credits if students earned the actual IB Diploma. In practice, however, some IB diplomas didn’t have individual scores high enough to receive actual credit, but we would award 30 credits because it was part of the diploma. It was not unusual for a student to receive 12 credits worth of actual equivalent credit, and then be given 18 filler credits to reach 30 as per the policy. After some research within the state, we determined we needed to tighten up our acceptance practices to be more in line with the rest of the USHE schools and to keep a higher standard of the rigor of exams we accept. The intent of the new policy was to state that we would only accept Higher level exams with a minimum score of 5, and that we would no longer award 30 credits for a diploma. Unfortunately, because we left language regarding the diploma and standard level exams in the policy, it has caused some confusion and misinterpretation. For this reason, I would like to propose tweaking the language to more accurately reflect the intent of the policy.”

Current Language:

“USU recognizes the International Baccalaureate program. Students who enter with International Baccalaureate credit are encouraged to apply to the Honors Program. Students who present an International Baccalaureate diploma will be awarded no more than the number of credits earned with a maximum of 30 credits. These credits will waive the appropriate Breadth and Communications Literacy requirements, but students will still be required to complete the Quantitative Literacy requirement, unless individual scores on IB exams waive those requirements. Each student's transcript will be evaluated individually, based on the courses completed.

“Students who have not completed the International Baccalaureate diploma may receive up to 8 credits for scores of 5 to 7 on higher-level exams (as shown below), up to a maximum of 30 credits.”

Proposed Language:

“USU recognizes the International Baccalaureate program. Each student’s transcript will be evaluated individually, based on the courses completed. USU will award credits for higher-level exams only, with a minimum score of 5. Exams eligible for USU credit are listed below.”



GENERAL EDUCATION COMMITTEE

October 15, 2019

9:30 AM – 10:30 AM

Champ Hall Conference Room – OM 136

Present: Lee Rickords, College of Agriculture and Applied Sciences (Chair)
Christopher Scheer, Caine College of the Arts
Daniel Holland, Jon M. Huntsman School of Business
Thom Fronk, College of Engineering
Harrison Kleiner, College of Humanities and Social Sciences
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Greg Podgorski, College of Science
Robert Mueller, Statewide Campuses/Communications Intensive
Dory Rosenberg, University Libraries
Steve Nelson, USU Eastern
Dexton Lake, USUSA Vice President
Lawrence Culver, American Institutions
David Wall, Creative Arts
Matt Sanders, Connections
David Brown, Quantitative Literacy/Intensive
Robyn Peterson, Registrar's Office
Mykel Beorchia, University Advising
Kristine Miller, University Honors Program
Amber Summers-Graham, Secretary

Excused: Shelley Lindauer, Emma Eccles Jones College of Education and Human Services
Charlie Huenemann, Humanities
Ryan Dupont, Life and Physical Sciences
Ryan Bosworth, Social Sciences
John Mortensen, Academic and Instructional Services

Call to Order – Lee Rickords

Approval of Minutes – [April 16, 2019](#) – No meeting in September 2019
Minutes approved as distributed.

Course Approvals/Removals/Syllabi Approvals

RELS 1070 (BHU) **APPROVED** Charlie Huenemann
Motion to approve BHU designation made by Harrison Kleiner. Seconded by Matt Sanders.
Designation approved.

HIST 4510 (DHA) **APPROVED** Charlie Huenemann
Motion to approve DHA designation made by Harrison Kleiner. Seconded by Matt Sanders.
Designation approved.

SPED 5012 (QI) **APPROVED** David Brown
Motion to approve QI designation made by David Brown. Seconded by Greg Podgorski.
Designation approved.

Business

Approving Syllabi

A question came up recently about approving syllabi for courses that already have General Education designations. A department was told they didn't have to go through the designation approval process because their course already had the designation even though it was being taught by a different professor with an entirely new syllabus and content. The consensus of the committee was that when courses are being changed significantly from the originally approved syllabus, they should go through a review process.

This could be a challenge for new faculty who upon getting hired are inheriting a set of classes that may already include General Education courses. The faculty are putting together their syllabi at the very last minute and their students are counting on receiving the designations. The committee suggests that perhaps in this situation the courses can carry the designation immediately, but with the expectation that the new syllabi will be reviewed concurrently to ensure that the courses are meeting designation criteria in the future years they will likely be taught by these new faculty. It was suggested that it might be important to have courses go through this same review if they are changing the modes of delivery. This would be done to ensure that an online course is still able to meet the same criteria as its face-to-face counterpart and vice versa.

Lee Rickords is going to bring up this concern with the EPC and ask if they would be in favor of having this be the General Education subcommittee's protocol when dealing with changing course content and modes of delivery with courses that currently hold General Education designations. There is an option on the General Education Designation form in Curriculum for a syllabus review so the reviews would continue through the same workflow process as designation requests.

"What is an Educated Person?" annual meeting on November 8, 2019 – Lee Rickords

For those that would like to attend, the General Education subcommittee has the opportunity to send a few people to the conference. This year's conference will be held on Friday, November 8th in Salt Lake City at the Little America from 8:30 AM to 3:00 PM. This is a really useful conference and an excellent opportunity to learn and converse about General Education in the USHE system. Please contact Amber Summers-Graham (amber.summers@usu.edu) for more information about attending.

Adjourn - 9:59 AM

FW: Executive Committee

JM

James Morales

Yesterday, 10:01 AM

Sean Damitz; Eric Olsen ▾



Reply all | ▾

Inbox

You forwarded this message on 5/23/2018 10:12 AM

Sean,

The Executive Committee unanimously approved your department's name change this morning, including the change of Service Learning to Community-Engaged Learning and the formal adoption of a university-wide definition of community engagement. Here are a few related actions items that you will need to follow up on as appropriate:

- 1) The Service Learning designation on students' transcripts will need to be updated in Banner to reflect the new designation of Community-Engaged Learning. This will need to go through the Curriculum Committee. Please work with John Mortensen to get this item on the agenda of that committee. I think he may actually be a member of the committee. If he is not, he will know who you need to contact to get on the agenda.
- 2) Community Engaged Learning should be hyphenated as in Community-Engaged Learning when it is used as a title or when it is used as an adjective. For example, Community-Engaged Learning is a stand-alone title and so Community-Engaged should be hyphenated. Also, in Community-Engaged Learning courses, Community-Engaged is an adjective and should also be hyphenated. If you have any specific questions about these grammatical aspects, please feel free to contact Tim Vitale in PR and Marketing.
- 3) Please be sure to coordinate with Neil Abercrombie, Vice President for Government Relations, whenever UCC is involved with or interested in local (i.e., Cache Valley, regional, and state) legislation. Neil said that you have engaged with his office when federal legislation has been of interest to you or may impact your efforts and that you should continue to connect with his office in these matters. However, he also said that local legislators are becoming more active in drafting legislation that affects public land use and Neil wants to be sure that his office is involved and engaged to help you with your needs.

Thanks,

James

DIVISION OF STUDENT AFFAIRS

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